 **UNIVERSITY OF MAINE AT FARMINGTON**

**COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

**LESSON PLAN FORMAT**

**Teacher’s Name: Miss Quach Lesson #: 1 Facet:**

**Grade Level: 9th**  **Numbers of Days: 1**

**Topic: Culture in China**

**PART I:**

**Objectives**

**Student will understand that** the cultures of other countries help make people more understanding of each other and helps diminish barriers which will be measured by the completion of a Four-Column Chart. This chart has them list new information they learned, things they already knew, questions they might have, what they found interesting, or what they might want to know more about.

**Student will know** about different parts of Chinese culture like family traditions, inventions, food, and arts. They will learn this from the presentation on Culture in China and also by completing at least two out of four activity centers which are about Mahjong tiles, planting, Beijing Opera facial makeup, and calligraphy.

**Student will be able to** understand Chinese culture and be able to connect or compare it to their own culture and traditions. They will be able to do this by filling out an exit ticket after each center that they complete. This exit ticket allows them to connect what they learned in the Culture in China presentation and the activity they are completing. Also, the students can connect what they learned to their own culture on the exit ticket.

**Product:** Depending on which two of the four stations the students pick, students will create a paper mache mask with Beijing Opera Facial Makeup that they designed, Mahjong Tiles, plantings, or papers filled with practiced Calligraphy.

**Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment**

Maine Learning Results

Content Area: Social Studies

Standard Label: D. Geography

Standard: G2 Individual, Cultural, International, and Global Connections in Economics

Grade Level Span: Grade 9 Diploma “Culture in China”

*Students understand geographic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native American Communities.*

Performance indicators: a, b, c

**Rationale:** Students will knowabout different parts of Chinese culture like family traditions, inventions, food, and arts. They will be able to connect this to their own culture, and also see how Chinese culture has affected their own.

**Assessments**

**Pre-Assessment**: Right Angle Perspective where students say what is fact and what is their opinion.

**Formative (Assessment for Learning)**

**Section I – checking for understanding during instruction**

The Four-Column Chart the students fill out during and after the slideshow give the students a place to record what they already knew, what they learned that is new, what they want to know more about, what they found interesting, and any questions they might have. Questioning throughout the lesson will also show the teacher and students what they know and what they need to know more of. There will also be questioning throughout the slide show presentation.

**Section II – timely feedback for products (self, peer, teacher)**

n/a

**Summative (Assessment of Learning):**

The exit ticket that students fill out after completing their activity centers show the teacher if the student can connect what they learned at the beginning of class to what they are learning at the activity center. This helps them better understand another country’s culture.

**Integration**

**Technology:**The teacher will use Microsoft Powerpoint to create the slideshow, and students who are not comfortable going to the activity centers may use their computers to try to create what is going on at the activity centers.

**Content Areas: Art:** Students will be creating facial makeup, masks, creating Mahjong pieces, and drawing calligraphy.

**Groupings**

**Section I - Graphic Organizer & Cooperative Learning used during instruction**

Individually students will fill out a Four-Column Chart to expand their understanding, question, and organize facts about Chinese culture.

**Differentiated Instruction**

**MI Strategies**

**Logical:** The students will have to connect what they are learning to their own culture, and they will have to piece together different things at the activity centers.

**Verbal:** The students will hear the content that is in the slideshow.

**Visual:** The students will watch a slideshow and also create things at activity centers.

**Intrapersonal:** The students will reflect on the lesson and fill out their graphic organizers on their own.

**Interpersonal:** The students will be able to work with their classmates at the stations.

**Kinesthetic:** There will be activity centers around the room where students will do something that connects to what they have learned in the lesson.

**Naturalist:** There will be a planting station that connects to what they learned about food culture.

**Modifications/Accommodations**

***From IEP’s ( Individual Education Plan), 504’s, ELLIDEP (English Language Learning Instructional Delivery Education Plan)*** *I will review student’s IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.*

**Plan for accommodating absent students:** All handouts from class will be held for the student. The student will be able to participate at recreate the lesson with a PDF version of the slideshow and alternative activities using their computer.

**Extensions**

**Type II technology:** The students will watch a slideshow presentation. The students who do not want to participate at the activity centers can do activities on their computer to help recreate what is happening at the centers.

**Gifted Students:** Students may bring in artifacts from their own culture to present to the class during the lesson. This way students are connecting their culture to what they are learning.

**Materials, Resources and Technology**

* Computers
* Popsicle sticks
* Paint
* Scissors
* Index cards
* Pens or pencils
* Paper
* Calligraphy tracing papers
* Soil
* Cups
* Trash bags
* Planting instructions
* Seeds
* Bowl
* Glue/Flour
* Newspaper
* Gallon jugs
* Powerpoint/Keynote—Culture in China
* Crayons

**Source for Lesson Plan and Research**

Rules for Mahjong. This website has a complete list of rules of the traditional Chinese version of Mahjong. <http://www.west-meet-east.com/mahjong.htm>

Meanings of tiles in Mahjong. This website gave specific meanings and a few rules for the game of Mahjong. <http://www.nationsonline.org/oneworld/Chinese_Customs/Mahjong.htm>

Tracing Sheets. This website provided a sheet where students can work on their calligraphy. <http://www.chinese-learner.com/write-chinese/learn-write-chinese-create-practice-sheet.php>

Facial Makeup. This website provided information on the meaning behind designing facial makeup for the Chinese Opera. <http://www1.chinaculture.org/library/2008-01/24/content_76689.htm>

Inventions. This website listed a few of the inventions used in the slideshow. <http://socyberty.com/history/10-best-inventions-of-the-ancient-chinese/>

Planting guide. This website provided information for the seeds students would be growing. <http://www.botanicalinterests.com/products/view/0083/Okra-Clemson-Spineless-80-Heirloom-Seed/srch:Okra>

Food. This website provided information about the importance of food in Chinese Culture. <http://asiasociety.org/lifestyle/food-recipes/food/meats/food-chinese-culture>

Radish. This website provided a picture of radishes used in the slideshow. <http://commons.wikimedia.org/wiki/File%3ARadish.jpg>

Okra. This website provided a picture of okra used in the slideshow. <http://commons.wikimedia.org/wiki/File:Okra_flower.JPG>

Family Traditions. This website provided information on different family traditions in Chinese Culture. <http://kw2.mofcom.gov.cn/aarticle/aboutchina/custom/200411/20041100006506.html>

Chinese New Year. This website gave an overview of Chinese New Year. <http://www.infoplease.com/ipa/A0002076.html>

Four-Column Chart. This website provided a format that I edited to create my graphic organizer. <http://www.eduplace.com/graphicorganizer/pdf/4column.pdf>

**PART II:**

**Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan)**

Students will sit in rows during the slideshow. They will then go to different centers to participate in activities related to what they have learned.

**Day 1**

* The teacher will teach students about the importance of etiquette in Chinese Culture and ask them to practice it during the lesson. (2 minutes)
* The teacher will hand out a Four-Column Chart organizer for the students to use as a reflection. The teacher will present a slideshow and the students can begin filling out the graphic organizer if they can. During the slideshow the teacher will add extra information and show important things he/she has that relates to Chinese culture. During this time students will ask clarifying questions about the content, and the teacher will use questioning throughout the slideshow to determine understanding. (20 minutes)
* The teacher will explain the activity centers and also the rules of the exit tickets they must fill out after finishing each station. The students will then work at the activity centers to connect what they are doing to what they have learned. Students who do not want to do the activity centers can work on different activities on their computers. The teacher will walk around helping students that need it. (40 minutes)
* The teacher and students will talk about the exit tickets that were filled out and reflect on what they did and what they have written down on their Four-Column Charts. (20 minutes)

**Content Notes**

Students will know about different parts of Chinese culture like family traditions, inventions, food, and arts.

Chinese inventions such as paper currency, fireworks, gun powder, row crops, wheelbarrow, rudder, crank handle, true porcelain, parachute, compass, kites, fishing reel, and Mahjong.

The importance of food in Chinese culture. Few cultures are as food oriented as the Chinese. It is an important and irreplaceable part of many rituals; adaptable (The Chinese are well aware of their surroundings and can substitute their food staples during famines to other edible foods not usually used. This information has been passed down through living culture.); brought in from other parts of Asia to become staples in the cuisine. Meals are balanced and include an appropriate amount of rice or noodles and meat and vegetables. Traditionally the vegetables and meats are cut up and either incorporated throughout the dish or are combined ie. wontons. Many Chinese kitchens include a rice cooker, wok, cleaver/chopping knife, and a chopping anvil (very similar to a cutting board). Preserved food is common. The importance of food in Chinese culture also is because of medicinal purposes. Food is used like medicine to create diets that can prevent diseases or cure health conditions. The Chinese classify different foods by the yin or yang quality that they possess, and therefore there must be a proper balance. An excess in one of the qualities would lead to disease. Overindulgence in food or drink is a sin and may lead a dynasty to fail.

The importance of art in Chinese culture including calligraphy, painting, sculpture– seal engraving was used to represent social class and authority, carving, opera and theater, and music and dance.

The importance of family traditions and superstitions. Different parts of family tradition in Chinese culture. Confucionism– a set of teachings or philosophy from Confucius that has been a large part of Chinese tradition. It focuses on growing in virtue and maintaining good ethics. Colors—Red- blood, positive aspects of life like happiness, wealth, fame, and good luck Black- sin, evil, bad fortune, and lack of civilization White- balance between red and black, signifies honesty, moderation, purity, and life. Clothing– bright colors are usually preferred, but are usually suited for what they are doing at the time Greetings– slightly bowing the head and speaking softly, and also, more familiar greetings often include offering of food Numbers– can determine someone’s fate, like what a child will be named, or the symbol of eight for lucky which is a double of four which is connected to death, and Chinese New Year.

**Handouts**

* Growing instructions for radish, edamame, and okra found at an activity center
* Meanings of facial makeup in Beijing Opera found at an activity center
* Four-Column Chart
* Rules for Mahjong Table found at activity center
* Tracing sheets found at activity center
* History of Calligraphy found at activity center

**Maine Standards for Initial Teacher Certification and Rationale**

***Standard 3 – Demonstrates a knowledge of the diverse ways in which students learn and develop by providing learning opportunities that support their intellectual, physical, emotional, social, and cultural development.***

***Learning Styles***

***Clipboard:*** The students have instruction sheets at each activity center. They will also receive a copy of the slideshow so that they can go back to it for reference.

***Microscope:*** Exit tickets at each activity center allow students to connect Chinese culture to their culture.

***Puppy:*** Students are allowed to work with their friends at activity centers, and connecting the content to their lives will be respected and encouraged.

***Beach Ball:*** Students can pick which activity centers they would like to be at and in the order they like. They also have an option to do work on their computers if they are uncomfortable at the stations.

***Rationale:*** This lesson is accommodating to different learning styles and allows them to learn the content in multiple ways so that they are comfortable while learning.

***Standard 4 - Plans instruction based upon knowledge of subject matter, students, curriculum goals, and learning and development theory.***

***Content Knowledge:*** see content notes

***MLR or CCSS:***

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***Facet:***

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***Standard 5 - Understands and uses a variety of instructional strategies and appropriate technology to meet students’ needs.***

***MI Strategies:* Logical:** The students will have to connect what they are learning to their own culture, and they will have to piece together different things at the activity centers.

**Verbal:** The students will hear the content that is in the slideshow.

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**Naturalist:** There will be a planting station that connects to what they learned about food culture.

***Type II Technology:*** The students will watch a slideshow presentation. The students who do not want to participate at the activity centers can do activities on their computer to help recreate what is happening at the centers.

***Rationale:*** This lesson on Chinese Culture includes teaching to seven intelligences so that students have the opportunity to learn in a variety of ways.

***Standard 8 - Understands and uses a variety of formal and informal assessment strategies to evaluate and support the development of the learner.***

***Formative:*** The Four-Column Chart the students fill out during and after the slideshow give the students a place to record what they already knew, what they learned that is new, what they want to know more about, what they found interesting, and any questions they might have. Questioning throughout the lesson will also show the teacher and students what they know and what they need to know more of.

***Summative:*** The exit ticket that students fill out after completing their activity centers show the teacher if the student can connect what they learned at the beginning of class to what they are learning at the activity center. This helps them better understand another country’s culture.

***Rationale:*** These different forms of assessment help the students succeed and find where the student might need another opportunity to learn.